



CHARLESTON SCHOOL OF THE ARTS

5109 West Enterprise St.
North Charleston, SC

Grades	6-12 High School	
Enrollment	1,023 Students	
Principal	James J. Reinhart	843-529-4990
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Ruth Jordan	843-345-4529

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Excellent	Good
2009	Excellent	Excellent
2008	Excellent	Good
2007	Excellent	Excellent
2006	Excellent	Good

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
8	0	0	0	0

* Ratings are calculated with data available by 03/24/2011.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our High School			High Schools with Students Like Ours		
Percent	2008	2009	2010	2008	2009	2010
Passed 2 subtests (%)	97.1%	99.3%	98.5%	95.4%	92.2%	95.8%
Passed 1 subtest (%)	2.9%	0.7%	1.5%	3.2%	5.9%	3.0%
Passed no subtests (%)	N/A	N/A	N/A	2.3%	2.8%	2.2%

HSAP Passage Rate by Spring 2010

	Our High School	High Schools with Students Like Ours
Percent	98.4%	97.6%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	129	130	268	271
Number of Graduates in Cohort	125	125	239	242
Rate	96.9%	96.2%	78.8%	81.7%

*Used to calculate current AYP.

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	85.7%	91.5%
English 1	98.6%	90.7%
Physical Science	97.2%	84.8%
US History and the Constitution	84.6%	76.3%
All Tests	93.4%	86.0%

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=1,023)				
Retention rate	0.0%	No Change	1.3%	3.7%
Attendance rate	96.7%	Down from 96.8%	96.4%	95.4%
Eligible for gifted and talented	99.6%	Up from 30.3%	22.8%	12.4%
With disabilities other than speech	3.9%	Up from 2.8%	7.4%	12.8%
Older than usual for grade	0.6%	Up from 0.2%	2.6%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.5%	Up from 1.0%	0.7%	1.1%
Enrolled in AP/IB programs	44.6%	Up from 42.2%	34.4%	13.1%
Successful on AP/IB exams	75.8%	Up from 66.5%	74.3%	50.4%
Eligible for LIFE Scholarship	47.2%	Up from 45.2%	60.7%	30.4%
Annual dropout rate	0.0%	No Change	1.0%	3.1%
Career/technology students in co-curricular organizations	0.0%	No Change	0.0%	2.2%
Enrollment in career/technology courses	113	Down from 136	492	424
Students participating in work-based experiences	23.4%	Up from 15.5%	12.8%	11.7%
Career/technology students attaining technical skills	75.3%	Down from 99.3%	90.4%	78.7%
Career/technology completers placed	N/A	N/A	100.0%	98.5%
Teachers (n=71)				
Teachers with advanced degrees	57.7%	Down from 58.1%	70.0%	60.4%
Continuing contract teachers	81.7%	Up from 77.0%	80.6%	76.6%
Teachers with emergency or provisional certificates	9.8%	Down from 11.3%	2.4%	6.5%
Teachers returning from previous year	92.2%	Up from 89.3%	88.8%	86.8%
Teacher attendance rate	97.5%	Up from 96.1%	96.5%	95.8%
Average teacher salary*	\$48,632	Up 1.4%	\$50,244	\$47,390
Professional development days/teacher	7.3 days	Down from 8.0 days	12.1 days	10.0 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	26.1 to 1	Down from 26.3 to 1	26.3 to 1	25.8 to 1
Prime instructional time	93.2%	Up from 90.6%	92.7%	90.1%
Dollars spent per pupil**	\$6,403	Down 1.8%	\$7,275	\$7,974
Percent of expenditures for teacher salaries**	67.3%	Up from 63.3%	61.0%	55.4%
Percent of expenditures for instruction**	72.3%	Up from 69.8%	64.7%	60.4%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 33.0%	99.9%	96.0%
Character development program	Excellent	No Change	Good	Good
Modern language program assessment	N/A	N/A	Excellent	Average
Classical language program assessment	N/A	N/A	N/A	Average

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	123	98.4%	439	93.4%	130	96.2%	Yes
Gender							
Male	47	97.9%	184	94.6%	50	96.0%	N/A
Female	76	98.7%	255	92.5%	80	96.3%	N/A
Racial/Ethnic Group							
White	88	100.0%	324	96.0%	93	94.6%	N/A
African American	31	93.5%	101	85.1%	33	100.0%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	N/A	N/A	16	81.3%	N/A	N/A	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	22	95.5%	64	90.6%	23	95.7%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Charleston School of the Arts takes pride in announcing, that once again, we have been recognized as one of the top schools in our state. This recognition is based on the school's strong SAT scores. This year's scores averaged out at 1611. Just as importantly, we were honored with the very impressive news that we were given the "Silver" award from the U.S. News and World Report. This commendation was based on our very solid and impressive Advanced Placement scores and several other pertinent performance factors. Our ranking placed us as one of the top two schools in our state. Moreover, we continue to be ranked as one of the top 200 schools in the nation.

The fine arts programs in our school have also received national acclaim. Creative writing and visual arts students have been recognized in New York with top national awards from the Scholastic company. Ratings of "Superior" have been bestowed upon our students at nationally adjudicated band, orchestra, and vocal music competitions. Additionally, our student theatrical productions, dance performances, and piano recitals are magnificently presented and continue to endow our school with honors and awards.

Performance scores from the College Board in our seven Advance Placement courses rank us among the highest in the district. Achievement and performance measures from MAP, HSAP, and End of Course assessments remain equally impressive as a quality indicator of student success. This year also provided us with the opportunity to celebrate in receiving the South Carolina Palmetto Gold awards for outstanding achievement and for reducing the achievement gap between student populations. Student achievement and peak performance has allowed our senior class to receive 4.6 million dollars in college scholarships this past year.

Great pride is taken in having a diverse population that is represented by students from every corner of Charleston County. Our current enrollment sits at approximately 1025 exceptional students. Our students bring unique talents and quality personal experiences that enrich our school in every way. All of our students are highly creative and independent thinkers who understand the power of collaboration in solving problems. Students are regularly challenged to critically analyze and hypothesize within an authentic instructional environment.

We strongly believe that the culture and climate within our student-centered school community provides an experience that supports our expectation of personal best student performance at the School of the Arts. Superior student achievement is exemplified through a perfect blend of academic and artistic excellence in a unique sixth through twelfth grade setting.

We at the School of the Arts not only believe that dreams can come true, but we regularly turn our dreams into reality. Students, staff, and parents alike work as a team, focused on accomplishing common goals. Shared dedication, passion, creativity, and collaboration are required to achieve and meet our goals.

James J. Reinhart, Principal
Myra Jones, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	0	110	99
Percent satisfied with learning environment	N/R	86.1%	96.9%
Percent satisfied with social and physical environment	N/R	89.1%	96.9%
Percent satisfied with school-home relations	N/R	89.1%	85.4%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Adequate Yearly Progress	YES
---------------------------------	-----

This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	N/A
---------------------------	-----

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	8.6%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	8.8%	0.0%	No

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	---------------	---------	--------------	------------	----------------------------------	------------------------------------	---------------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	135	99.3	0	5.3	24.4	70.2	98.5	69.8	65.9	Yes	Yes
Male	52	100	N/AV	N/AV	N/AV	N/AV	N/AV	67.3	60.8	N/A	N/A
Female	83	98.8	0	6.3	21.5	72.2	97.5	72.3	71	N/A	N/A
White	104	99	0	5.9	17.8	76.2	98	91.6	77.5	Yes	Yes
African American	22	100	N/AV	N/AV	N/AV	N/AV	N/AV	48.4	49.7	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	87.2	80.2	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	62.6	56.8	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	65.9	I/S	I/S
Disabled	5	I/S	I/S	I/S	I/S	I/S	I/S	28.3	21.3	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	54.7	47.3	I/S	I/S
Subsidized meals	19	100	N/AV	N/AV	N/AV	N/AV	N/AV	50.2	51.5	Yes	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	135	99.3	1.5	19.1	27.5	51.9	89.3	64.2	62.3	Yes	Yes
Male	52	100	1.9	19.2	19.2	59.6	90.4	66.5	61.7	N/A	N/A
Female	83	98.8	1.3	19	32.9	46.8	88.6	62	63	N/A	N/A
White	104	99	1	10.9	25.7	62.4	94.1	86.8	75	Yes	Yes
African American	22	100	0	63.6	31.8	4.5	68.2	41.8	44	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	87.2	85.5	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	58.9	56.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	62.5	I/S	I/S
Disabled	5	I/S	I/S	I/S	I/S	I/S	I/S	25.7	22.1	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	59.3	52.6	I/S	I/S
Subsidized meals	19	100	0	38.9	27.8	33.3	66.7	43.1	48.1	Yes	Yes

Physical Science (End-of-Course Test performance by Group)

All Students	135	94.8	14.8	18.8	27.3	39.1	66.4	N/A	N/A	N/A	N/A
Male	52	98.1	9.8	13.7	31.4	45.1	76.5	N/A	N/A	N/A	N/A
Female	83	92.8	18.2	22.1	24.7	35.1	59.7	N/A	N/A	N/A	N/A
White	104	95.2	11.1	15.2	30.3	43.4	73.7	N/A	N/A	N/A	N/A
African American	22	100.0	36.4	36.4	13.6	13.6	27.3	N/A	N/A	N/A	N/A
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	5	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	19	89.5	29.4	17.6	29.4	23.5	52.9	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Two-Year HSAP Trend Data										
	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*

English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2009	139	100	0	6.5	35.3	58.3	97.8	64.1	61.8
	2010	135	99.3	0	5.3	24.4	70.2	98.5	69.8	65.9

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	2009	139	100	0.7	8.6	28.8	61.9	97.1	62.9	62.7
	2010	135	99.3	1.5	19.1	27.5	51.9	89.3	64.2	62.3

* Adjusted to account for natural variation in performance.